

Doctoral Program HANDBOOK



**Seattle Pacific University
School of Education
2010-2011 Academic Year**

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Revised 7/10

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ABOUT SEATTLE PACIFIC UNIVERSITY

Seattle Pacific University was founded in 1891, and is currently a flourishing Christian university of the arts, sciences and professions serving 4,000 students (3,000 undergraduate and 1,000 graduate). It is located in a residential neighborhood just minutes from downtown Seattle, the business and cultural heart of the Northwest.

The University's clear Christian commitment gives depth and perspective to classroom learning, balancing knowledge with values. Pursuit of all truth is centered in God's revelation in Jesus Christ. Our resources include the divinely-inspired Holy Scriptures, the best of human reason, humanity's common experience and the wisdom of the people of God.

In affirming the great tenets of the Christian faith, Seattle Pacific stands unequivocally for the following: (1) the deity of Christ, (2) the inspiration and authority of the Old and New Testaments, (3) the need and efficacy of the atonement, (4) the new birth as a divine work carried out in the repentant heart by the Holy Spirit, (5) the necessity and glorious possibility for the Spirit-filled Christian to live a life of victory over sin, and (6) the personal return of the Lord Jesus Christ. Members of the University community seek to nurture this faith by the expression of concern for each other in all aspects of University life.

Specifically, Seattle Pacific desires to help its students achieve the following goals:

- ◆ Growth toward mature Christian faith.
- ◆ Maturing intellectual, social, spiritual and emotional judgment.
- ◆ Specialized learning, built on a foundation in liberal learning.
- ◆ Skills in reasoning, judgment and communication.
- ◆ Synthesis of academic knowledge, Christian values and personal behavior.
- ◆ Aesthetic appreciation and creative expression.
- ◆ Attitudes contributing to bodily fitness.
- ◆ Growing interpersonal and cultural sensitivity.
- ◆ Awareness of personal purpose with unique, creative self-expression.
- ◆ Development of competency in the context of Christian vocation.
- ◆ Commitment of lifelong learning.

Fully accredited, Seattle Pacific's academic disciplines set very high standards for students. Small classes mean students actively participate in their own education, gaining

confidence to achieve their goals. A degree from SPU identifies individuals of significant academic achievement as people of integrity -- a powerful combination that opens doors to further study, challenging careers, and world service.

SEATTLE PACIFIC UNIVERSITY MISSION STATEMENT

“As a community of learners, Seattle Pacific University seeks to educate and prepare students for service and leadership. We are committed to evangelical Christian faith and values, and to excellence in teaching and scholarship for intellectual, personal and spiritual growth of students.”

SCHOOL OF EDUCATION MISSION STATEMENT

“To prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.”

Conceptual Framework

I. *Foundational Knowledge and Skills*: Articulate key philosophies, theories, concepts, values, principles, and facts and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.

II. *Leadership*: Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage them to completion.

III. *Communication*: Demonstrate the ability to listen, speak, read, and write with integrity and effect using traditional and new media. Make connections that create meaning between yourself and your audience.

IV. *Analysis & Problem Solving*: Demonstrate the ability to separate an idea or incident into its component parts. Individually, or as part of a team use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.

V. *Professionalism*: Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.

VI. *Impact on Student Learning*: Demonstrate the ability to design, implement and evaluate programs, activities or lessons appropriate to the professional role for which you are being prepared that have a measurable direct or indirect positive impact on student learning.

DOCTORAL PROGRAM REQUIREMENTS

PROGRAM DESCRIPTION

The School of Education offers three doctoral degree programs, Doctorate of Education (Ed.D.), Ph.D. in Education, and Ph.D. in Counselor Education. The general goals of the doctoral programs are listed below.

DOCTORAL PROGRAM GOALS (ALIGNED WITH THE SOE GRADUATE GOALS, THE SOE MISSION STATEMENT AND THE SOE FOUR COMMITMENTS)

I. Foundational Knowledge and Skills:

1. Demonstrates an understanding of key philosophies, theories, values, and principles that underlie current trends in curriculum and instruction. **(competence)**
2. Demonstrates an ability to describe and discuss historical, philosophical, social, and cultural contexts of education. **(leadership, competence, character)**
3. Articulates the orientations in thought that underlie democratic systems of government and their relationships to education **(competence and character)**

II. Leadership:

1. Demonstrates an understanding of a variety of issues, perspectives, and trends in program evaluation and educational assessment **(service, leadership, competence)**
2. Demonstrates the ability to analyze and synthesize extant research and literature. **(competence, leadership)**
3. Uses a comprehensive knowledge base about learners within the contexts of their work **(service, leadership, competence, character)**

III. Communication:

1. Demonstrates the ability to express ideas clearly both orally and in writing. **(leadership, competence)**
2. Demonstrates an ability to provide informed opinions. **(competence, service, leadership, character)**

IV. Analysis & Problem Solving:

1. Demonstrates a thorough understanding of various parametric and non-parametric statistical procedures. **(competence)**
2. Demonstrates a knowledge of research methodology and its appropriate and ethical use. **(competence, character)**

V. Professionalism:

1. Demonstrates advanced knowledge in an area of specialization **(service, leadership, competence)**

VI. Impact on Student Learning:

1. Demonstrates skills necessary for delineating, obtaining and providing information to assist in judging the worth and guiding the improvement of educational programs. **(service, leadership, competence)**
2. Demonstrate a knowledge of techniques, technologies, and strategies that promote required or desired change **(service, leadership, competence)**

Course of Study

The core requirements of the degrees are designed to develop leadership by focusing on knowledge applicable to all fields and levels of education. Because of the many educational benefits of collaborative and cooperative learning and continued professional association, the programs use a semi-cohort approach for core doctoral classes. Students admitted to the programs are expected to proceed through these cohort courses as a group on a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student's professional and academic goals.

Because these degree programs are interdepartmental, the student selects courses and learning experiences, with the assistance of the Director of Doctoral Studies, from a variety of areas and opportunities in the School of Education. He/she may also select graduate courses from other schools within the University. This component of the program is designed jointly by the student and the Director of Doctoral Studies, and is subject to approval by the School of Education Doctoral Faculty.

The specific courses of study for the three degree programs are listed below.

DOCTORATE OF EDUCATION (Ed.D.)

Program Description

The Doctor of Education (Ed.D.) Program is a 90-quarter credit (post-master's) interdepartmental degree offered by the SPU School of Education. The Ed.D. program serves school practitioners who are primarily interested in preparing for a variety of leadership positions in educational systems, including superintendent, district office, school counseling, and other areas. In addition, the program also serves students who have interest in other related careers in education, including nonprofit and higher-education administration, and other education-related professions. It can be tailored to meet varied professional needs and interests. This degree is for active professionals interested in leadership positions in all fields and levels of education.

Course of Study

Using the educational benefits of collaborative and cooperative learning combined with continued professional association, the program uses a cohort approach for core doctoral classes. Students admitted to the program proceed through these cohort courses as a group, following a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

Because this is an interdepartmental degree, the student selects courses and learning experiences, with the assistance of the director of doctoral studies, from a variety of areas and opportunities in the School of Education, or from other schools within Seattle Pacific University (subject to approval by the School of Education Doctoral Committee).

Areas of Specialization

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student's professional and academic goals. Areas of specialization include the following:

- Superintendent
- Principal
- Program administrator
- Curriculum and instruction
- Global education
- Literacy education
- Educational technology
- School counseling
- Self-designed specialization

Earning Washington State certification/endorsement as a superintendent, principal, program administrator, or school counselor is possible as an area of specialization while working on the Ed.D. degree.

Course Requirements

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

Foundations and Instructional Leadership (24 credits)

EDU 6085 (3) Moral Issues in Education

EDU 6120 (3) American Education: Past and Present

EDU 7101 (3) Instructional Theory*

EDU 7102 (3) Curriculum Design*

EDU 7106 (3) Trends and Research in Global Education*

EDU 7910 (3) Seminar in Educational Values

EDAD 7120 (3) Educational Organizations and Systems

EDU 7990 (3) Leadership Colloquium*

Inquiry and Dissertation (30 credits)

EDU 7107 (3) Program Evaluation*

EDU 7201 (3) Educational Inquiry and Research I*

EDU 7202 (3) Educational Inquiry and Research II *

EDU 7991 (1) Dissertation Orientation Seminar*

EDU 7995 (20) Dissertation

Students are encouraged to take additional research courses linked to their specific dissertation project methods and design.

* *cohort course*

Specialization and Electives (36 credits)

These courses may include certification or endorsement programs, internships, practicum, graduate seminars, or existing graduate courses. The electives are to be decided by the

program advisor and approved by the director of doctoral studies. Students may choose from the following specializations:

- Superintendent (with endorsement)
- Principal (with endorsement)
- Program administrator (with endorsement)
- School counseling (with certification)
- Curriculum and instruction (may include a specific content area)
- Teacher preparation
- Global education
- Literacy education
- Educational technology

Prerequisite Coursework

Depending on a student's educational background, the following prerequisites may be required for the doctoral degree:

- EDU 6975 Interpreting and Applying Educational Research I
- EDU 6976 Interpreting and Applying Educational Research II
- EDU 6655 Human Development & Principles of Learning
- EDU 6524 Approaches to Curriculum Design
- EDU 6526 Survey of Instructional Strategies
- EDU 6613 Standards-Based Assessment

The Dissertation

Under the direction of a faculty dissertation advisor and committee, the student completes a dissertation project during the final phase of the degree program. The dissertation is designed to integrate theories and tools learned throughout the program, and should demonstrate mastery of concepts and methods. As a final demonstration of scholarly competence, the student prepares a written dissertation report and conducts an oral presentation/defense.

The dissertation requirement may be demonstrated by a study of an educational problem such as curriculum evaluation, development and evaluation of administrative models, field testing of a diagnostic tool or curricular material, or development and evaluation of educator training models. It may also take the traditional form of a research study. Students are encouraged to take additional research courses linked to their specific dissertation methods and design.

Students will choose problems of practice originating from external practitioners and policymakers, generated through the suggestion and review of faculty members. External practitioners may include school districts, educational service districts (ESDs), universities, state agencies, and research groups.

Doctorate of Education (Ed.D.) Advising Form

YEAR 1: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7101 Inst. Theory (3) EDU 6085 Values/Ethics (3)	*EDU 7102 Curr. Design (3) *EDU 7120 Ed. Org. Sys. (3)	*EDU 7201 Ed. Inq/Res. I (3) *EDU 7107 Prog. Eval. (3)	*EDU 7201 Ed. Inq/Res. II (3) EDU 6120 Amer. Ed. (3)

Suggested Total Credits = 24-30

*Cohort Classes

YEAR 2: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7910 Values Sem. (3) *EDU 7990 Colloquium (3)	*EDU 7106 Global Ed. (3) Electives (3)	*EDU 7991 Diss. Orien. (1) Electives (6)	Electives (6)

Suggested Total Credits = 24-30

*Cohort Classes

If student is spreading the dissertation credits over more than one year, he/she must register for at least for 3 credits of dissertation each quarter until 20 credits are reached.

Subsequent years include electives and dissertation credits. Students are required to take EDU 7991 as an orientation to the dissertation process. Students may take the orientation class before achieving “candidacy”

DOCTOR OF PHILOSOPHY IN EDUCATION (Ph.D.)

Program Description

The Doctor of Philosophy (Ph.D.) in Education program is a 90-quarter credit (post-master's) interdepartmental degree offered by the SPU School of Education. The aim of this program is to educate and prepare scholars to serve as college and university-level educators who can effectively prepare teachers and conduct publishable research and other scholarly work. The Ph.D. program will emphasize teaching and learning theory, research, teacher preparation, and university teaching.

Course of Study

Using the educational benefits of collaborative and cooperative learning combined with continued professional association, the program uses a cohort approach for core doctoral classes. Students admitted to the program proceed through these cohort courses as a group, following a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

Because this is an interdepartmental degree, the student selects courses and learning experiences, with the assistance of the director of doctoral studies, from a variety of areas and opportunities in the School of Education, or from other schools within Seattle Pacific University (subject to approval by the School of Education Doctoral Committee) .

Areas of Specialization

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student's professional and academic goals. Areas of specialization include the following:

- Curriculum and instruction (may include a specific content area)
- Teacher preparation
- Global education
- Literacy education
- Educational technology
- Or other area of interest

Course Requirements

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

Foundations and Instructional Leadership (24 credits)

EDU 6085 (3) Moral Issues in Education

EDU 6120 (3) American Education: Past and Present

EDU 7101 (3) Instructional Theory*

EDU 7102 (3) Curriculum Design*

EDU 7106 (3) Trends and Research in Global Education*

EDU 7910 (3) Seminar in Educational Values

EDU 7912 (3) Review of Theory and Research in Curriculum and Instruction

EDU 7990 (3) Leadership Colloquium

Inquiry and Dissertation (39 credits)

EDU 7107 (3) Program Evaluation*
EDU 7911 (3) Review of Research Methods and Statistics
EDU 7972 (3) Doctoral Research Design and Analysis I*
EDU 7973 (3) Doctoral Research Design and Analysis II*
EDU 7974 (3) Doctoral Research Design and Analysis III*
EDU 7970 (3) Advanced Quantitative Research*
EDU 7991 (1) Dissertation Orientation Seminar*
EDU 7995 (20) Dissertation

* *cohort course*

Specialization and Electives (27 credits)

EDU 6600 (3) Communication and Collaboration: Parents, Colleagues, and Community
EDU 6882 (3) Positive Psychology and Spirituality in Schools
EDU 7110 (3) Advances in Educational Assessment
EDU 7115 (3) Advances in Educational Psychology
EDU 7930 (3) University Teaching Practicum (teaching and intern supervision)
EDAD 7588 (3) Improving Student Learning

Electives may include internships, practicum, graduate seminars, or existing graduate courses. The electives are to be decided by the program advisor and approved by the Director of Doctoral Studies.

Students may choose from the following specializations:

- Curriculum and instruction (may include a specific K-12 content area)
- Teacher preparation
- Global education
- Literacy education
- Educational technology
- Other self-designed

Prerequisite Coursework

Depending on a student's educational background, the following prerequisites may be required for the doctoral degree:

- EDU 6975 Interpreting and Applying Educational Research I
- EDU 6976 Interpreting and Applying Educational Research II
- EDU 6655 Human Development and Principles of Learning
- EDU 6524 Approaches to Curriculum Design
- EDU 6526 Survey of Instructional Strategies
- EDU 6613 Standards-Based Assessment

The Dissertation

The doctoral dissertation is the culminating experience in the Ph.D. in Education degree. It is a scholarly inquiry into an area of professional and intellectual interest, and it is a highly individualized experience.

Working with faculty throughout the coursework and with a dissertation advisor, the student develops a research question and proposal. Using the expertise and knowledge developed in the research courses and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

While it is expected that the dissertation will follow standard accepted research methodologies and format, the topic of the research may vary depending on the professional goals and area of specialization of the student and the expertise of the faculty.

Doctorate of Philosophy in Education (Ph.D.) Advising Form

YEAR 1: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7101 Inst. Theory (3) EDU 6085 Values/Ethics (3)	*EDU 7102 Curr. Design (3) EDU 6600 Comm. & Coll. (3)	*EDU 7972 Res. Design I (3) EDU 6882 Positive Psych. and Spirit. In Schools (3)	*EDU 7973 Res. Des. II (3) EDU 7115 Ad. In Ed. Assessment (3)

Suggested Total Credits 24-30

*Cohort Classes

YEAR 2: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7974 Res. Des. III (3) *EDU 7990 Colloquium (3)	EDU 7911 Review of Research (3) EDAD 7588 Impr. Stud. Learn. (3)	*EDU 7991 Dissertation Orientation (1) *EDU 7107 Program Evaluation (3) EDU 6120 Amer. Ed. (3)	*EDU 7106 Global Ed. (3) EDU 7912 Review of Theory and Research in C&I (3)

Suggested Total Credits 24-30

*Cohort Classes

YEAR 3: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7910 Sem. in Ed. Values (3) Electives	EDU 7115 Advances in Ed. Psychology (3) EDU 7110 Advanced Quant. Research (3)	EDU 7995 Dissertation Electives	EDU 7930 Univ. Teaching Prac. (3) EDU 7995 Dissertation

Suggested Total Credits 24-30

If student is spreading the dissertation credits over more than one year, he/she must register for at least for 3 credits of dissertation each quarter until 20 credits are reached.

Subsequent years include electives and dissertation credits. Students are required to take EDU 7991 as an orientation to the dissertation process. Students may take the orientation class before achieving “candidacy”

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION (Ph.D.)

Program Description

The primary aim of the Ph.D. option is to educate and prepare doctoral students to serve as college and university-level school counseling educators, who can effectively teach and supervise graduate-level students and conduct publishable research and other scholarly work.

Some graduates may seek positions as supervisors/directors of counseling services. Opportunities for co-authoring professional publications are available.

Foci

The program's key emphases are multicultural approaches to school counseling, collaboration with families, implementation and evaluation of comprehensive school counseling programs, and the intersection of counseling and spirituality. As such, the Ph.D. program emphasizes both cutting edge counselor education theory and research. Best practice and supervisory skills are included as well.

REQUIREMENTS FOR APPLICANTS WITH A BACHELOR'S DEGREE

The program requires 72 quarter credits for a M.Ed. in school counseling and the ESA certification (needed to practice school counseling in WA). An additional 66 credits of doctoral level courses (total 138 credits [quarter]) are completed. Students earn a M.Ed. in school counseling, K-12 Washington state school counseling certification, and a Ph.D. in school counselor education.

Foundations and Instructional Leadership (15 credits)

- EDU 7910 (3 credits [quarter]) Seminar in Educational Values
- EDU 7101 (3) Instructional Theory
- EDU 7102 (3) Curriculum Design
- EDU 7990 (3) Leadership Colloquium
- EDU 7106 (3) Trends and Research in Global Education

Research and Dissertation (36 credits):

- EDU 7107 (3) Program Evaluation
- EDU 7972 (3) Doctoral Research Design and Analysis I
- EDU 7973 (3) Doctoral Research Design and Analysis II
- EDU 7974 (3) Doctoral Research Design and Analysis III
- EDU 7970 (3) Advanced Quantitative Research
- EDU 7991 (1) Dissertation Orientation Seminar
- EDU 7995 (20) Dissertation

Specialization and Electives (15 credits)

- EDU 7110 (3) Advances in Educational Assessment (new)
- EDU 7115 (3) Advances in Educational Psychology (new)
- EDCO 6882 (3) Positive Psychology and Spirituality in the Schools
- EDU 7930 (3) University Teaching Practicum Seminar (new)
- EDCO 7910 (1-6) School Counseling Supervision Seminar (new)

REQUIREMENTS FOR APPLICANTS WITH A MASTER'S DEGREE

Depending upon the applicant's academic background, the Ph.D. in counselor education requires a minimum of 90 quarter credits, including the following courses:

Foundations and Instructional Leadership (15 credits)

- EDU 7910 (3 credits [quarter]) Seminar in Educational Values
- EDU 7101 (3) Instructional Theory
- EDU 7102 (3) Curriculum Design
- EDU 7990 (3) Leadership Colloquium
- EDU 7106 (3) Trends and Research in Global Education

Research and Dissertation (36 credits):

- EDU 7107 (3) Program Evaluation
- EDU 7972 (3) Doctoral Research Design and Analysis I
- EDU 7973 (3) Doctoral Research Design and Analysis II
- EDU 7974 (3) Doctoral Research Design and Analysis III
- EDU 7970 (3) Advanced Quantitative Research
- EDU 7991 (1) Dissertation Orientation Seminar
- EDU 7995 (20) Dissertation

Specialization and Electives (15 credits)

- EDU 7110 (3) Advances in Educational Assessment (new)
- EDU 7115 (3) Advances in Educational Psychology (new)
- EDCO 6882 (3) Positive Psychology and Spirituality in the Schools
- EDU 7930 (3) University Teaching Practicum Seminar (new)
- EDU 7910 (3) School Counseling Supervision Seminar (new)
- Min. 24 elective credits (for master's students)

Doctorate of Philosophy in Counselor Education (Ph.D.) Advising Form

Student Name: _____ Date: _____

Wants ESA certification in school counseling (WA)

Master's Degree to Ph.D. in Counselor

YEAR One

SUMMER	AUTUMN	WINTER	SPRING
<ul style="list-style-type: none"> • EDU 7101 Instructional Theory (3) Sats 06/26, 07/10, 07/24, 08/07 9-4 • EDU 6120 American Education: Past and Present (3) Take online 	<ul style="list-style-type: none"> • EDU 7102 Curriculum Design (3) Sats • EDU 7110 Advances in Educational Psychology (3) • EDCO 6600: Introduction to Systems Theory (Blakely Island) Th Fri or Sat Sun option (2) • Elective EDU 7911: Review Research Methods & Stats (3) 	<ul style="list-style-type: none"> • EDU 7972 Design and Analysis I (3) • EDCO 6882 Positive Psychology and Spirituality in the Schools (3) • Elective 	<ul style="list-style-type: none"> • EDU 7973 Design and Analysis II (3) • EDU 7115 Advances in Educational Assessment (3) • Elective

YEAR Two

SUMMER	AUTUMN	WINTER	SPRING
<ul style="list-style-type: none"> • EDU 7974 Res. Design and Analysis III (3) • EDU 7990 Colloquium (3) • EDU 7106 Trends and Research in Global Education (3) 	<ul style="list-style-type: none"> • EDU 7110 Advanced Quantitative Research • EDU 7930 University Teaching Practicum Seminar (3) • Elective 	<ul style="list-style-type: none"> • EDU 7991 (Dissertation Orientation) (1) • EDU 7107 (3) Program Evaluation • Elective 	<ul style="list-style-type: none"> • EDU 7910 School Counseling Supervision Seminar I (3) • Elective

YEAR Three

SUMMER	AUTUMN	WINTER	SPRING
<ul style="list-style-type: none"> • EDU 7910 Seminar in Educational Values (3) • Elective <p>Take written comprehensive exams</p>	<ul style="list-style-type: none"> • Edu 7995 Dissertation • EDCO 7911 School Counseling Supervision Seminar II (3 credits) 	<ul style="list-style-type: none"> • Edu 7995 Dissertation 	<ul style="list-style-type: none"> • Edu 7995 Dissertation

YEAR Four (if needed)

SUMMER	AUTUMN	WINTER	SPRING
<ul style="list-style-type: none"> • Edu 7995 Dissertation 	<ul style="list-style-type: none"> • Edu 7995 Dissertation 	<ul style="list-style-type: none"> • Edu 7995 Dissertation 	<ul style="list-style-type: none"> • Edu 7995 Dissertation

COURSE DESCRIPTIONS

EDU 6085 Moral Issues in Education (3):

Assists students in developing a theologically, philosophically, historically, and politically informed understanding of how religious and other moral considerations are properly addressed in schools. Specific attention is also paid to how Christian ideas and commitments can shape the theory and practice of education.

EDU 6120 American Education: Past and Present (3):

Examines historical aims and practical challenges related to popular education from the colonial period to the present. Democratic citizenship, equality of educational opportunity, and other major ideals of the common school will be discussed, with specific attention to how these ideals relate to present-day issues in education.

EDU 6882: Positive Psych/Sprtlty Schools (3)

Explores the linkages between human spirituality and positive psychology. The usefulness and appropriateness of utilizing the students' expressions of spirituality in the educational setting to further their personal-social and educational development are also discussed. The course examines the major theories, research, ethical concerns, and best practices relating to spirituality-positive psychology connections. Through course activities and readings, participants will gain a richer understanding of their own spirituality and learn to dialogue effectively about others' spiritual formulation. Participants are asked to articulate their own spiritual lens and how it might influence their work with school-age children. Various approaches and materials that can assist counselors/educators in matters of student spirituality are explored.

EDU 7910 Seminar in Educational Values (3):

An advanced study of ethics and values as they affect educational decision-making and policy. Prerequisite: EDU 6085 – *Moral Issues in Education*.

EDU 7101 Instructional Theory (3):

A study of teaching/learning theories with applications to instructional settings. Theories examined will include constructivism, developmentalism, behaviorism, cognitive science, and information processing. Students will be expected to articulate strengths and weaknesses of various theories and to make specific applications to their areas of program emphasis. Suggested prerequisite: EDU 6526 - *Models of Teaching or equivalent*.

EDU 7102 Curriculum Design (3):

A course in curriculum design based on an advanced study of theoretical constructs of the curriculum. Those constructs include academic-centered, society-centered, and learner-centered models. Students will be expected to develop a curriculum design appropriate to their area of emphasis. The design will include significant research findings as well as specific curricular applications. Suggested prerequisite: EDU 6524 - *School Curriculum or equivalent*.

EDU 7106 Trends & Research in Global Education (3-6): The course provides students with an overview of past developments, emerging trends, relevant research findings, teaching and learning methods, and prominent ideas in global education. The nature and quality of research in global, comparative, and international education represent a particular focus of the course. Students will be expected to participate interactively and to show evidence of reflection on the purposes and design of education as it is organized in societies around the world. A key question organizing the seminar is, how do different approaches to educational theory, practice, and research inform our perspectives on teaching and learning, educational policies and requirements, and expectations of teachers and students in an increasingly interconnected, global society?

EDU 7110: Advances in Educatnl Assessment (3)

Prerequisite: EDCO 6674 or equivalent; EDU 7973 is recommended. This course is designed to extend students' knowledge of psychoeducational techniques, with strong focus on processes underlying the development of interventions to support student learning. Planning and implementing curriculum that corresponds with the findings of student assessment as well as current accountability assessment systems are examined. Advanced methods of scale development are presented, including, e.g. confirmatory factor analysis and item response theory.

EDU 7115: Advances in Educatnl Psychology (3)

Prerequisite: EDU 6655 or equivalent. This graduate level course examines research and applications of current learning and development theories. Building upon prior coursework, students will more intensely focus on selected theories. Topics may include, but are not limited to, cognitive development, information processing, moral and spiritual development, social psychology, and motivation.

EDU 7911: Review Research Methds & Stats (3)

Prerequisites: EDU 7972, 7973, and 7974. This seminar is designed to review basic and advanced statistical analyses skills and concepts. The course should assist students with preparation for their research comprehensive examinations.

EDU 7912: Review Thry Rsrch Curric Instr (3)

Prerequisites: EDU 7101, 7102. This seminar is designed to review current theories and research in Curriculum and Instruction and in the foundations of education. The course should assist doctoral students with preparation for their research comprehensive examinations.

EDU 7930: Univ Teaching Practicm Seminar (3)

Students will instruct a graduate level course in their area of doctoral specialization with close supervision from a School of Education professor. Students will plan the course, write the syllabus, and serve as the primary instructor and evaluator.

EDU 7990 Leadership Colloquium (3):

Requires the student to write a scholarly paper and to present that paper to the educational community. Evaluation of the scholarship and colloquium is conducted by the doctoral-level faculty of the School of Education.

RESEARCH COURSES

For Ph.D. Students

EDU 7972, 7973, 7974 (Research Design and Analysis I, II, III). A sequence of courses focusing on current educational and social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. (e.g. ANOVA, MANOVA, discriminate analysis, multiple regression, and factor analysis). The courses must be taken in sequence and are designed to prepare the student for the production of a dissertation. Students who have not previously completed a course in educational statistics or research may be required to take **EDU 6970: Interpreting and Applying Education Research I** or equivalent and **EDU 6971: Interpreting and Applying Education Research II** or equivalent before taking any of the 7000 level research courses.

For Ed.D. Students

EDU 7201: Educational Inquiry&Research I (3)

This course will provide a conceptual overview of the research process. The course will cover quantitative and qualitative data analysis techniques with an emphasis on statistical literacy rather than procedural knowledge. Students will learn how to choose appropriate research methods and data analyses for their own research.

EDU 7202: Educational Inquiry&Research II (3)

This course is a follow up to EDU 7201 "Educational Inquiry and Research I". It continues the overview of research designs and covers more advanced data analyses procedures. Additionally, students will learn how to be informed consumers of research and how to use research results in decision-making.

For all doctoral students

EDU 7107 Program Evaluation (3): Examines the method and role of evaluation research in conducting formative and summative evaluations of educational programs. Emphasizes the use of evaluation results in the decision making process.

EDU 7991 Dissertation Orientation (1): An overview of the Dissertation process, usually offered winter quarter. This course is required and must be completed before registering for any additional dissertation credit (EDU 7995). May be taken before "candidacy".

EDU 7995 Dissertation (1-20): Significant and original research is conducted under the guidance of the student's dissertation director/advisor. Prerequisite: Candidacy status.

APPROVED ELECTIVES (School of Education Electives)

General Education Courses

(3 credits each unless noted)

EDU 6130	Classroom Management
EDU 6132	Students as Learners
EDU 6134	Professional Issues (2)
EDU 6524	Curriculum Design
EDU 6525	Culturally Responsive Teaching
EDU 6526	Survey of Instructional Strategies
EDU 6600	Communication and Collaboration
EDU 6613	Standard-Based Assessment
EDU 6655	Human Development and Principles of Learning
EDU 6900	Independent Study
EDU 6950	Topics in Education
EDU 6975	Interpreting and Applying Education Research I
EDU 6976	Interpreting and Applying Education Research II
EDU 6982	Educational Inquiry

Reading Courses

(3 credits each unless noted)

EDRD 6506	Literacy Assessment and Standards
EDRD 6507	Language Development, Diversity and Literacy
EDRD 6508	Vocabulary Development
EDRD 6529	Teaching Reading: Strategies of Instruction

Reading Courses (continued)

EDRD 6530	Reading and Writing in the Content Areas
EDRD 6531	Children's/Young Adult Literature
EDRD 6533	Writing: Process to Product
EDRD 6641	Foundations of Reading Instruction
EDRD 6900	Independent Study
EDRD 6952	Topics in Language Arts
EDRD 6953	Topics in Reading

School Principalship Courses *(3 credits each unless noted)*

EDAD 6580	Educational Administration
EDAD 6581	The Principalship
EDAD 6582	Private School Principalship
EDAD 6584	Washington School Finance
EDAD 6585	Washington School Law
EDAD 6586	Human Resources Administration
EDAD 6588	Instructional Supervision
EDAD 6589	Current Issues in Educational Leadership
EDAD 6900	Independent Study
EDAD 6940	Principal Administrative Internship (9)
EDAD 6941	Program Administrator Internship (9)

School Superintendent Courses

(3 credits each unless noted)

EDAD 7580	Professional Growth Planning
EDAD 7581	Systems Leadership
EDAD 7584	Resource Management
EDAD 7586	Interpersonal Relations
EDAD 7588	Improving Student Learning
EDAD 7589	Policy, Governance & Ethics
EDAD 7890	Field Experience (6 credits total)

School Counseling Courses* *(3 credits each unless noted)*

EDCO 6130	Strengths Based Class Management
EDCO 6600	Introduction to Systems Theory (1)
EDCO 6670	Introduction to School Counseling (4)
EDCO 6671	Counseling Theory and Practice I
EDCO 6672	Organization and Administration of K-12 Guidance Programs
EDCO 6673	Group Counseling in Schools
EDCO 6674	Introduction to Psychoeducational Assessment
EDCO 6677	Multicultural Counseling in Schools
EDCO 6675	Legal and Ethical Issues: School Counseling
EDCO 6676	Resiliency/At-Risk Assessment-Intervention
EDCO 6678	Advanced Developmental Foundations
EDCO 6679	Career Counseling
EDCO 6680	Special Education: Programs and Methods in School Counseling
EDCO 6681	Family Advocacy in K-12 Settings
EDCO 6882	Positive Psychology and Spirituality in Schools
EDCO 6900	Independent Study (1-5)
EDCO 6930	Theory and Practice II
EDCO 6931	Theory and Practice III
EDCO 6940	Internship (9)

* Instructor Permission Required

Special Education Courses

(3 credits each unless noted)

EDSP 6642	Individual Education Programs
EDSP 6644	Educating Exceptional Students
EDSP 6646	Severe Disabilities
EDSP 6648	Teaching Students with Emotional/Behavior Disorders
EDSP 6950	Topics in Special Education
EDSP 6651	Special Education Assessment
EDSP 6652	Seminar in Learning Disabilities and ADHD
EDSP 6653	Teaching Reading to Exceptional Students
EDSP 6657	Behavior Management
EDSP 6658	Issues in Special Education

Educational Technology Courses

(3 credits each unless noted)

- EDTC 6431 Learning with Technology
- EDTC 6432 Computer Authoring & Production
- EDTC 6433 Teaching with Technology
- EDTC 6434 Networking and Telecommunications for Education
- EDTC 6535 Issues and Advances in Educational Technology
- EDTC 6536 Instructional Technology & Information Management
- EDTC 6900 Independent Study (1-5)

Other Elective Courses

- EDU 6950 Topics in Education
- EDU 6900 Independent Study/Practicum
- EDU 7900 Independent Study/Practicum

DOCTORAL PROGRAM POLICIES

ADMISSION REQUIREMENTS

Because a doctoral program requires considerable faculty time and resources, a limited number of students will be admitted to the program each year. It is expected that all applicants will have at least a bachelor's degree (135 credit doctorate) or a master's degree (90 credit doctorate) from a regionally accredited college or university. Admissions decisions will be based on the following:

1. Previous academic preparation and areas of study;
2. Overall undergraduate and graduate GPA;
3. Graduate Record Exam (GRE) or Miller's Analogy Test (MAT) scores;
4. Professional experience;
5. Future professional plans;
6. Letters of recommendation; and
7. A formal interview with School of Education faculty.

APPLICATION PROCEDURE

Cohort classes begin each summer. Screening applicants for admission is an ongoing process, and students may be admitted to the program throughout the year so that they can begin needed prerequisites, foundations, and elective courses.

The items below must be submitted to the SPU School of Education. Items 2, 3 and 4 must be included in the packet with the graduate application. After they have been received, the applicant may be contacted to schedule a formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

- Application and fee
- Official transcripts documenting excellent undergraduate and graduate GPAs
- Master's degree in education or related field (or 135 credits with bachelor's degree)
- Minimum of three years successful experience as an educator (may be variable with Ph.D. in Counselor Education)
- GRE score taken within five years of application. *A Miller Analogies Test score may be substituted for the Ed.D. program.*
- Four letters of recommendation (two academic and two professional recommendations)
- Personal statement, including goals and proposed area of study (no more than 500 words)
- Personal interview with at least two SPU core doctoral faculty members

Current Graduate Students

Students who are currently enrolled in a master's degree or certification program at Seattle Pacific University may apply all of those credits toward the doctoral degree, if application to the doctoral program occurs before the completion of the current program. Application to the program requires a modified application requiring the following.

1. Doctoral Studies Application
2. A personal statement discussing future professional plans. This should not exceed 500 words and should include the rationale for pursuing a doctoral degree.
3. Scores from the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT) if not already presented for admission to current program.
4. Two letters of recommendation. One of these must be of an academic nature, i.e., from graduate professors. One must be of a professional nature, i.e., from supervisors.

PROGRAM AND ENROLLMENT POLICIES

At the time of admission, a student may transfer up to 15 post-master's degree credits into the doctoral program with the approval of the Director of Doctoral Studies. Courses transferred must be at the graduate level, from a regionally accredited institution, and relevant to the student's course of doctoral study. They must have been taken within the three years prior to admission and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades cannot transfer into the program. Finally, transferred classes may be substituted for degree requirements if the student can document in writing that they are comparable to required courses offered through SPU. Modifications to these transfer policies may be made at the discretion of Director of Doctoral Studies in consultation with the Doctoral Admissions Committee.

Residency requirement

Students are encouraged to complete the required "cohort" courses (7000 level) in sequence during the first two years of the program. Students must be continuously enrolled (all four terms) in required SPU courses to earn the doctoral degree or until the student is officially withdrawn from the program. Exceptions to continuous enrollment must be approved by the Director of Doctoral Studies.

- A student who decides to no longer actively pursue a doctoral degree may officially withdraw from the program by notifying the Director of Doctoral Studies.
- A student is granted a leave of absence for a specific period of time by the school dean or program director. Once the leave of absence has expired, the student will either enroll in doctoral classes or be dropped from the program.

Advancing to Candidacy

Though students are encouraged to begin research on their dissertation topic as early as possible in their program, students must officially move to candidacy before they can register for dissertation credit and formally begin work on their dissertation.

In order to qualify for candidacy, the student must meet the following criteria.

- Successfully complete comprehensive exams.
- Successfully complete the dissertation seminar.
- Successfully present colloquium paper.

Grade Point Average

A 3.2 overall GPA is required for graduation. A grade of B or higher is required for all courses.

Degree Completion

All requirements for the doctoral degree must be completed within five years from the quarter the first post-admission course was taken. Students needing more than five years to complete the degree must file a time extension petition with the Director of Doctoral Studies by January 15 of the fifth year. Students who fail to submit the necessary petition by this date may be dropped from the program.

LEADERSHIP COLLOQUIUM

After approximately one year of coursework (24 credits), students may register for the Leadership Colloquium (EDU 7990). This requires the student to write a scholarly paper and to present that paper in a formal setting to the educational community. Evaluation of the scholarship and colloquium is conducted by the doctoral faculty of the School of Education.

Evaluation of the colloquium will focus on three areas: (1) the degree of scholarship, analysis or insight applied to the topic; (2) written communication skills as demonstrated in the paper; and (3) oral communication skills demonstrated during the colloquium. The scholarly expectation is that the paper will not be simply descriptive, but will also include (the student's and not someone else's) analysis and evaluation. This will generally require the student to state and defend his/her own thesis about the topic.

The paper should be in the 12-15 page range, with adequate references to indicate that the topic has been researched thoroughly. APA format (5th edition) is required. The oral presentation should be a concise 20-25 minutes, with an additional 10-15 minutes of interaction with the audience. The colloquium papers will usually be presented during the second summer of coursework. Students are encouraged to begin early in their program by identifying a topic and planning the paper.

It may be helpful to view this experience as a possible beginning of the research on a dissertation topic. For example, if I am thinking of doing a dissertation that involves school or classroom environmental assessment, the paper for EDU 7990 might be, "A Comparison and Critique of the Classroom Environment Scale and the Learning Environment Inventory," or "An Analysis of Henry Murray's Needs Press Theory." Both of these topics would provide needed background for a dissertation in this area, and in fact, the dissertation would need to include this. The paper could be incorporated directly into the final dissertation product as part of the literature review.

A second suggestion for identifying a topic is to focus on a controversial issue. It is best to narrow the topic. For example, rather than the topic "A Critique of Multicultural Education," a more appropriate topic might be "An Examination of the Underlying Assumption of the National Council for the Social Studies Multicultural Education Curriculum." A second topic, such as "The Importance of Class Size in Schools," could be refined to "A Critique of Select Educational Research on Class Size." Remember, students cannot do an adequate and scholarly analysis of a broad topic in 12 pages.

SAMPLE FORM

EDU 7990 – Leadership Colloquium Evaluation

Student Name: _____

Date of Colloquium: _____

Subject of Paper/Presentation: _____

Evaluation of EDU 7990 is conducted in the areas below. Successful completion of EDU 7990 and the colloquium requires at least an *acceptable* (2) rating in the three areas of writing, content, and presentation.

Writing -- *APA style consisting of clear, focused and orderly presentation of ideas; smoothness of expression; economy of expression; precision and clarity in word choice; proper grammar, punctuation, spelling; proper format*

1. Below expectation / needs considerable work
2. Acceptable / some areas for improvement evident
3. Good / ongoing refinement always needed

Content -- *appropriateness and significance of topic; clarity of thesis; originality; appropriate use and number of sources; degree of in-depth analysis; warranted conclusions based on evidence*

1. Below expectation / needs considerable work
2. Acceptable / some areas for improvement evident
3. Good / ongoing refinement always needed

Presentation -- *preparation evident; focused, concise, and within time limits; smoothness of delivery*

1. Below expectation / needs considerable work
2. Acceptable / some areas for improvement evident
3. Good / ongoing refinement always needed

Result: Pass --- Fail

cc: student file

COMPREHENSIVE EXAMS

Students are required to write a comprehensive exam for each of the following areas: (1) Foundations and Instructional Leadership, (2) Research Design and Statistics, and (3) the student's area of academic specialization. The comprehensive exam for each of these areas may be taken once the student has completed the required coursework in that area. The exams are evaluated by a committee of graduate faculty. Successful completion of the three comprehensive examinations is one of the requirements which advances the student to doctoral candidacy. In the event that the student does not pass a comprehensive exam, it may be retaken one time, after a minimum of three months have passed since the original attempt. Following a non-passing score on the first administration of the examination, additional coursework may be required to supplement the area(s) of weakness.

Other policies:

- At the Doctoral Orientation meeting, students will receive examination questions for two of the three exams: Foundations and Instructional Leadership and Research Design and Statistics. Additionally, the examination process and scoring procedures for the comprehensive examinations will be discussed in depth at this gathering.
- Once the students feel they are ready to take the specialization examination, they should contact the Director of Doctoral Studies and the faculty mentor who will write the exam questions to set up this examination.
- Students will have their examinations read "blindly" (i.e., the reader of the examination will not know the identity of the writer).
- Each time students write an examination, they will receive three questions for each of the three domains and have four hours to complete them.
- Students may hand write or use a word processing program provided by the Doctoral Program.
- Students may not bring any materials into the testing room (i.e., notes, books, purses, computer disks).
- Students will be notified in writing about the outcome of their examination within three working weeks of the test date.
- A student may reschedule a test date no more than three times over a six-month period.
- If a student fails any of the three examinations two times, the student will be dropped from the program. Students will be notified in writing of this action.
- Students will be required to sign the Ethical Testing Declaration before beginning each section of the comprehensive exams.

**Comprehensive Examination Evaluation
Seattle Pacific University School of Education**

Evaluate each of the examination questions separately, and then assign an overall mark.

Rating for question # _____	5 (excellent)	4	3 (good)	2	1 (poor)
Coverage of content					
Examples and illustrations					
Reference to authorities					
Other research cited					
Organization of response					
Logic and coherence					
Vocabulary and expression					

Comments if necessary:

Rating for question # _____	5 (excellent)	4	3 (good)	2	1 (poor)
Coverage of content					
Examples and illustrations					
Reference to authorities					
Other research cited					
Organization of response					
Logic and coherence					
Vocabulary and expression					

Comments if necessary:

Rating for question # _____	5 (excellent)	4	3 (good)	2	1 (poor)
Coverage of content					
Examples and illustrations					
Reference to authorities					
Other research cited					
Organization of response					
Logic and coherence					
Vocabulary and expression					

Comments if necessary:

Outcome of Exam (reflecting an assessment of all 3 questions): Satisfactory Unsatisfactory

Evaluator: _____ Date: _____

UNIVERSITY TEACHING PRACTICUM

In the Ph.D. programs, students are required to participate in a teaching practicum seminar. Students will instruct a graduate level course in their area of doctoral specialization with close supervision from a School of Education professor. Students will plan the course, write the syllabus, and serve as the primary instructor and evaluator.

The student must interview with the Director of Doctoral Studies to determine a match with SPU's mission before engaging in the teaching of a course at SPU.

THE DISSERTATION

The following information is intended to summarize the process and criteria for writing a dissertation proposal and dissertation in the Doctoral Studies Program at Seattle Pacific University. If you have further questions about either the proposal or the dissertation itself, please contact Rick Eigenbrood, Director of Doctoral Studies (206) 281-2710 or eigend@spu.edu. This information is also covered in the Dissertation Orientation class that is offered every winter quarter.

A Dissertation in our Doctoral Program:

- Is formulated on a sound theoretical construct(s) coupled with a well-developed research base.
- Contributes to the educational literature (extends or adds something "new" or "original").
- Should be largely self-developed and self-directed¹.
- Can include quantitative studies (e.g., causal-comparative, quasi-experimental, psychometric evaluations, meta-analyses, program evaluation, etc.), historical reviews, and philosophical analyses.
- Is based on data that the student has collected, analyzed, and interpreted².
- Follows closely APA guidelines (5th edition).
- Must be pre-approved by a faculty committee through the dissertation proposal process³.
- Must be pre-approved by SPU's Institutional Review Board (IRB)⁴.

Dissertations should NOT:

¹ This does not preclude working within a collaborative research team under the guidance of a faculty member. However, the dissertation focus, work, and writing should largely originate with each individual member of the team.

² Students should not hire external professional consultants to collect, analyze, and interpret the data.

³ A dissertation proposal must be approved before the student can collect data.

⁴ Forms can be obtained from the School of Education IRB chair, Dr. John Bond.

- Merely re-articulate the ideas, findings, and conclusions of prior theoreticians/researchers.
- Merely replicate earlier research. (The dissertation should replicate and extend prior research findings and conclusions.)
- Be a project that largely reflects the work (ideas, reflections, development, design, etc.) of a professor at SPU or elsewhere.
- Be a theoretical survey of opinion, a curriculum development project, or an action research project.

Guidelines for Dissertation Proposals

All dissertation proposals should follow established guidelines for doctoral dissertations in education. These guidelines are discussed in EDU 7991 *Dissertation Orientation* taught by Dr. Sink each winter quarter.

The student should -

- Consult with the Director of Doctoral Studies when beginning work on the dissertation proposal.
- Work closely with at least one faculty member in developing a dissertation topic and the proposal.
- Use standard accepted educational research methodologies (e.g., see Gall, Borg & Gall, 8th Edition, 2007).
- Follow the American Psychological Association's *Publication Manual* (6th edition) for the dissertation format.
- Develop dissertation topics and use research methodologies that tap the expertise of doctoral faculty. (Empirical studies with qualitative elements, as well as historical and philosophical analyses are acceptable if they are (a) pre-approved by the doctoral faculty and (b) there is a doctoral-level faculty member willing to chair and supervise such a dissertation.)

This process will be used for approval of dissertation proposals:

Abbreviated Proposals (Optional but Strongly Recommended)

1. Students will submit 3 copies of an abbreviated dissertation proposal (no more than 10 pages) to the Director of Doctoral Studies. The preliminary proposal should consist of these components:
 - A statement of the problem or research question(s). The statement should also discuss the significance of the project to the student's field of study.

- A brief summary of the literature supporting the proposal topic.
 - A brief description of the proposed research, including the design, measures, sample, and data analysis.
2. The doctoral faculty and director will review this preliminary proposal and provide suggestions to the student.
 3. If the topic and proposed methodology meet with the preliminary approval of the doctoral faculty and director, the student will be assigned a dissertation chair.

NOTE: In lieu of a preliminary proposal, students may submit a complete dissertation proposal for initial review. (Its length and the specific components of a complete proposal are discussed in EDU 7991.)

Full Proposal (Proposal)

Students are **required** to submit a full dissertation proposal prior to moving to any data collection or analysis. Proposals must be formally presented to their dissertation committee.

The student, under the guidance and leadership of his or her dissertation chair and committee, will finalize the proposal. (Specific components of the proposal are discussed in EDU 7991).

- The dissertation chair in consultation with the Director of Doctoral Studies will form a dissertation committee consisting of at least 3 faculty members.
- The dissertation chair and committee members are charged with the responsibility to review the entire document, make suggestions for revisions, and ultimately approve the final version of the dissertation proposal.
- At the discretion of the Director of Doctoral Studies, one committee member may be appointed from outside the School of Education.

Recommended texts to review before starting the dissertation process:

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, D.C.: American Psychological Association.

Gall, M.D., Borg, W.R., & Gall, J.P. (2007). *Educational research: An introduction*, (8th edition). White Plains, NY: Longman.

Dissertation Forms

Instructions: The dissertation process has numerous steps which will require sign-offs at various points . At each stage the doctoral candidate is responsible for securing necessary signatures and providing a copy of the most recent update of this checklist to the graduate program manager who will in turn place it in the student's file.

Student Name: _____ **Cohort:** _____

1. **Permission to Begin Dissertation (Candidacy):** Formal work on the dissertation may begin once a student has achieved candidacy status. Candidacy status is achieved once a student has
 - i. Completed all required coursework
 - ii. Successfully completed the colloquium
 - iii. Passed all three of the required comprehensive exams

Students seeking candidacy should complete and submit the following *Request for Candidacy* to the graduate manager for approval. Students may not register for dissertation credit until the "request for candidacy" is approved and placed in the student's file.

Official Request for Candidacy

Student Signature: _____ Date: _____

Approval Signatures:

Doctoral Director: _____ Date: _____

Graduate Program Manager: _____ Date: _____

-
2. **Selecting a Dissertation Committee Chair:** Before proceeding to any stage of the dissertation each doctoral candidate should meet with the Director of the Doctoral Studies in order to select and agree on a dissertation committee chair. Once you have selected a committee chair you should complete and submit to the graduate program manager the following *Dissertation Chair and Committee Membership* form.

Dissertation Chair and Committee Membership

Chair: _____ Signature: _____ Date: _____

Reader: _____ Signature: _____ Date: _____

Reader: _____ Signature: _____ Date: _____

Doctoral Director Signature: _____ Date: _____

- 3. Committee Selection:** Your dissertation chair will work with you to identify two other members to serve on your dissertation committee. Other committee members should be brought into the process after your model, key variables, and hypotheses have been identified. Though not required, your dissertation chair may ask you to submit a **mini-proposal** for committee members' consideration at this point.

Once the additional committee members have been selected, you should update and submit to the graduate program manager the *Dissertation Chair and Committee Membership* form (step 2 above) with all committee members' signatures.

Your committee must be in place for your dissertation proposal defense.

- 4. Submitting and Defending the Proposal:** The first step in your dissertation is the dissertation proposal. The requirements for the proposal are outlined in the dissertation manual. Your dissertation chair will work with you on the initial drafts of your dissertation proposal. Your dissertation chair will ask committee members to read at least one draft before scheduling a proposal defense. Committee members must be allowed a minimum of *two weeks* for reading the dissertation proposal before the proposal defense meeting.

Once the committee is satisfied that your proposal is ready for a defense, you should submit to the graduate manager a *Dissertation Proposal Defense Presentation Request* who will schedule the proposal presentation.

Once the proposal has been approved by the committee, a copy of the proposal, along with an Approved Proposal (separate) form, should be submitted to the graduate manager.

Dissertation Proposal Defense Presentation Approval

Scheduled Date:

Dissertation Chair Signature:

Date:

Reader Signature:

Date:

Reader Signature:

Date:

- 5. Dissertation Defense:** The dissertation committee chair will guide you through the initial writing of your dissertation with input from other committee members as needed. Once all committee members are satisfied that the dissertation is ready for presentation and defense, a *Dissertation Defense Date Request* should be submitted to the graduate program manager. Committee members must be allowed a minimum of two weeks for reading the dissertation before the defense.

SAMPLE FORM

DOCTORAL DISSERTATION PROPOSAL
Approval Form

Name of Student: _____

Title of Proposal:

Dissertation Committee:

Chair _____

Member _____

Member _____

Date Received: _____

Date Sent to Faculty: _____

Proposal Approved: _____ Date: _____

(Committee member sign)

Comments: _____

**PLEASE RETURN THIS FORM TO THE GRADUATE PROGRAM MANAGER AS
SOON AS POSSIBLE**

Reviewed by Program Director _____

Date: _____

File Notes:

CODE OF ETHICS

Academic Work:

1. The individual's academic work (such as papers, assignments, reports, tests) submitted shall be the student's own work or appropriately attributed in part or in whole to its correct source using APA (5th edition) method of citation.
2. The individual will use only his/her own information and only authorized notes or study aids on an examination. This means that it is unacceptable to use information from another student or another student's paper during an examination unless directed by the instructor to work with another student or in cooperative groups.
3. The individual will not alter a graded paper and submit it for re-grading unless asked to do so by the instructor. The individual will only submit work that is his/her own. This means that submission of commercially prepared materials as if they are one's own is unacceptable.

Research Procedures:

Data in a piece of work must be gathered in accordance with guidelines defining the appropriate methods for collecting and generating data and must be accompanied by an accurate account of the method by which data were gathered or collected.

Aiding Honesty in Others:

The individual will encourage honesty in others by refraining from providing material or information to another person with the knowledge that these materials or information will be used improperly.

Authenticity of Documents:

The individual will present only authentic documents and records such as transcripts, grade reports, letters of permission or recommendation, petition, or any document designed to meet or exempt the individual from an established requirement or regulation.

POLICY EXCEPTIONS

Petitions

Petitions are requests for exceptions to regular policies and procedures. They are not intended for matters of simple convenience. The petition process provides students and faculty with means of flexible response to an unusual or unavoidable circumstance when it conflicts with SPU and/or School of Education policy.

Situations Requiring Petitions

The following are examples of situations requiring a petition:

- Requests to transfer graduate course work, previously completed at another university, into the program.
- Requests to waive a class based upon previous graduate course work that is too old for direct transfer. (*Submit petition when admission is approved.*) **Note:** If the waiver is granted, a current 6000 or 7000 level elective must be substituted for the waived course.
- Requests to extend a doctoral program past the five-year deadline. (*Submit petition by January 15 of the student's fifth year of study*)
- Requests to reactivate doctoral status, after "dropping out" of the program for an extended period.

Petition Process

A petition form must be submitted to the Director of Doctoral Studies. The petition form should be sent to the following address:

**Director of Doctoral Studies
SEATTLE PACIFIC UNIVERSITY
SCHOOL OF EDUCATION
3307 THIRD AVENUE WEST SUITE 202
SEATTLE, WASHINGTON 98119-1950**

Petitions are generally reviewed by the Director of Doctoral Studies, the School of Education Dean, and relevant doctoral faculty. Generally, decisions are made within one month of receiving the petition form, with the exception of Christmas week, spring break, and the months of June and September. Students are notified in writing.

Note: It is possible to appeal a petition decision if further information has become available to clarify the situation. However, before a second letter of petition is submitted, this possibility should be discussed with the Director of Doctoral Studies.

PROCESS FOR RESOLUTION OF CONFLICTS

Provision of Recommendations on Ethical Issues and/or Review of Violations of Ethics

1. There shall be a review committee consisting of the School of Education graduate faculty members selected by the faculty and the Dean of the School of Education.
2. The functions of this committee shall be as follows:
 - a. Hear cases where disputes or conflicts regarding ethical decisions are not resolved at the primary level of occurrence.
 - b. Make recommendations to the Dean of the School of Education for the resolution of such conflicts.
 - c. Make recommendations to the Dean of the School of Education for actions to be taken as deemed necessary.
 - d. Provide advice to the professors and students in the School of Education when such advice is requested on ethical issues.
3. The procedures will be as follows:
 - a. When a dispute or conflict occurs on views of ethical behavior that has not been resolved at the primary level, a written description of the situation and a request for a hearing is to be submitted to the Dean of the School.
 - b. The committee will set times for a hearing or review.
 - c. A meeting of the committee members will be held for initial exploration.
 - d. Individuals will be invited by the committee to a second meeting as needed for additional information.
 - e. The committee may call upon consultants or outside resources for assistance or additional information.
 - f. The committee will have a final meeting to form a conclusion or recommendation.
 - g. The committee will provide in writing to the Dean of the School of Education their deliberations and findings with a rationale.
4. Consequences to a violation of Ethics are implemented as follows:
 - a. The review committee may recommend any of their following action: fail course; fail test or assignment; removal from the doctoral program; or other appropriate action.
 - b. If the student wishes to appeal the Ethics committee decision, the regular University academic grievance process outlined in NEXUS will be implemented.

WAIVING PROGRAM COURSE WORK

Course waivers may be petitioned when a graduate course, similar or identical in content to a current program requirement has been completed at SPU (or at another University) a number of years ago, but is considered “too old” for direct transfer, due to the SPU policy that all work applying toward the credit requirement in a doctoral program must be completed within five years. **Note:** The content of the course to be waived must not have experienced any substantial changes during the interim.

If a waiver request is granted, a current 6000-level or 7000-level elective must be taken during the program to replace or update the course that is waived. A particular elective or independent study may be designated as a replacement, or a student may be given several options. Replacement courses must be pre-approved by the Director of Doctoral Studies.

Ideally, the request to waive a course should be submitted soon after program admission. Waivers are petitioned similarly to direct course transfers as stated below.

A letter petitioning the waiver must be sent to the Director of Doctoral Studies in the School of Education. It should include the number, title, credits, quarter/year of completion, catalog description and syllabus (if available) of the course being petitioned. A statement must be included to explain how applicable areas in the doctoral programs curriculum/knowledge base are adequately covered by the proposed transfer class.

It is wise to speak to the Director of Doctoral Studies regarding the possibility of such a waiver being granted before sending in the letter of petition.

STUDENT RESOURCES

GENERAL LIBRARY INFORMATION

Library Hours

(Consult Library website for interim, summer and holiday hours)


Monday – Thursday 7:30am–11:00pm
Friday 7:30am–8:00pm
Saturday 12:00pm–8:00pm
Sunday 3:00pm–11:00pm

Library Numbers

Circulation (206) 281 – 2228,
(206) 281 – 2229
Reference (206) 281 – 2419
Interlibrary Loans (206) 281 – 2154

Library Website: <http://www.spu.edu/library>

General Library Information

- **Online Catalog:** The library has a web-based online catalog that contains a record of all the books, journal titles, AV materials, etc. owned by the library.
- **Summit:** Seattle Pacific University Library is part of the Orbis Cascade Alliance a group of over 35+ academic libraries that have agreed to share resources and allow loaning between institutions. Materials requested through Summit borrowing usually arrive within 3 business days of request. The Summit catalog may be accessed from the SPU Online Catalog web page or look for the Summit button  when you are searching the SPU Library Online Catalog.
- **Databases (Journal Indexes):** The library subscribes to over 80 databases, some of which include full text. These databases can be accessed from on or off-campus. More information about how to access the databases and which ones are best for education resources is available in the next pages of this publication.
- **Computer Labs:** The computer lab, on the lower level of the library, provides computers for word processing, access to the Internet, and a number of other programs including SPSS. Printing to the library printers is \$.10 per page. In addition, the Library Computer Classroom on the main floor of the library is often open as a lab when not in use as a classroom.
- **Photo Duplication:** Photocopy machines are available on the lower and main levels of the library. Cost per exposure is \$.10 per page, or \$.07 per page when using a copy card. Copy cards may be purchased for \$1.00 from the circulation desk located on the main level of the library.
- **Interlibrary Loans:** If the SPU Library does not have a book or periodical article that you need for your research, it is possible to borrow the material from another library. In most cases it takes approximately 5 days for materials to arrive but be aware it can take up to 2 weeks in some instances. The request form is available on the library web pages. See the Reference Librarian or Interlibrary loan Coordinator on the main level regarding fees and for additional information.

LIBRARY RESOURCES FOR SCHOOL OF EDUCATION DOCTORAL STUDENTS

Liz Gruchala-Gilbert is the School of Education's Library Specialist. She is assigned to help you with your research questions for your course work and dissertation. Please feel free to contact Liz with any questions regarding the library and your research. She may be reached at (206) 281-2790, or at lgg@spu.edu. If you need immediate help you may contact the reference desk, at (206) 281-2419, or reference@spu.edu. For general questions you may contact the circulation desk by phone, (206) 281-2228.

Electronic Resources Available from Off-Campus

With Internet access a number of resources are accessible from off-campus. From the SPU Library homepage at www.spu.edu/library the following options may be of particular interest to doctoral students.

Accessing the Library's Catalog :

Access to the Library's Online Public Access Catalog is provided via the Internet on the SPU Library homepage. Go to <http://www.spu.edu/library> and then click on "Library Catalog."

The Library Catalog web page provides you with links to the following services.

- The SPU Library Catalog to search for materials the library owns.
- The Summit Catalog to see what our consortium owns. (The SPU Library's consortium membership allows you to request library materials from over 35+ academic libraries with a three business day turn around. For more information about the benefits of Orbis Cascade Alliance membership visit http://www.spu.edu/library/about_library/main/services/orbis.htm.)
- A list of links to the catalogs of other libraries in our area, e.g. Seattle Public Library, King County Library, University of Washington Library.
- Search for materials your professor put on reserve for your class.
- Access to your patron record, which allows you to see what you have checked out, renew your library materials electronically, track the items you have requested through Summit borrowing, and monitor the availability of books you have placed on hold.

Accessing the Library's Databases:

Access to the databases is provided via the WWW on the SPU Library homepage. Go to <http://www.spu.edu/library>, then click on "Databases," and choose a database from

the alphabetical list or select a listing of databases by subject.

Access to the library's databases is automatic for registered students, but there may be a time when you are actively working on your dissertation, but you are not registered for any classes. For those quarters you will want to fill out the library's application for library access so that the library can manually update your library record. Link to the online form here:

http://www.spu.edu/depts/library/about_library/online_forms/application-for-library-access.docx

From computers OFF campus:

1. Once connected to the SPU Library homepage click on "Databases."
2. Select a Database from the alphabetical list, or one of the other lists provided.
3. You will then be prompted to enter your name, your SPU student ID number and your library PIN (a six digit number initially set as your birthdate, mmddyy).

Note: You must be a currently registered SPU student, faculty, or staff. If you are having problems accessing the databases from off campus, call the Reference Desk at (206) 281-2419 or email reference@spu.edu. Exception: Once you have completed your course work and are still working on your dissertation you can request an extension of library access. If you are not registered for SPU credits while completing your dissertation, contact the library for the "Application for Library Access" form. This form is available in paper or electronically. Complete the top portion, have your dissertation advisor complete and sign the middle portion, and return the form to the library.

RefWorks: RefWorks is an online citation management program that allows you to organize your research data and insert citations into your papers and your dissertation. This will be a key resource for you while you work on your course work and dissertation. Contact the Library Reference Desk, 206-281-2419, reference@spu.edu for the current RefWorks "Group Code" so you can set up an account and use this bibliographic management tool to organize the resources you locate in the Library's databases.

Subject Databases:

- **ERIC:** covers all aspects of education
Coverage: 1966 to the present
- **Dissertation Abstracts:** covers the full range of academic subjects found in dissertations. Coverage: 1861 to the present
- **Education Full Text:** covers topics in education and is a source for book reviews and computer software reviews. Coverage: October 1983 to the present.

- **Mental Measurement Yearbook:** contains full text information about and reviews of all English-language standardized tests covering educational skills, personality, vocational aptitude, and psychology. Coverage: 1989 to the present.
- **Physical Education Index:** Covers all Aspects of physical education including administration, coaching, curriculum, measurement and evaluation, motor learning, research, sport psychology, and teaching methods. Coverage: 1970 to the present.
- **Professional Development Collection:** designed for professional educators, this database provides a highly specialized collection of over 500 full text journals, including more than 300 peer-reviewed titles. Some full text available online. Coverage: 1984 to the present.
- **PsycINFO:** covers psychology and psychological aspects of education. Some full text available online. Coverage: 1887 to the present

Note: The listing above is only a sampling of the numerous databases the library provides online. Please take a moment to visit the Library website, <http://www.spu.edu/library> to familiarize yourself with the other databases that are provided.

The ERIC Database

The United States Department of Education provides the **ERIC** database. The SPU Library provides several versions of the ERIC Database. Here is a listing of the special features of each of the versions of ERIC provided on the SPU Library website.

ERIC Versions:ERIC via EBSCOhost

- Some full text available
- Search PsycInfo simultaneously
- Links to some full text ERIC Documents -Direct ILL service from the database
- Includes ERIC Thesaurus
- Ability to limit to SPU holdings

ERIC via FirstSearch

- Links to some full text ERIC Documents
- Direct ILL service from the database
- Includes ERIC Thesaurus
- Ability to limit to SPU holdings

ERIC via Cambridge Scientific Abstracts

- Search LLBA (Lang. & Linguistics
- Behavior Abstracts) simultaneously

-Includes ERIC Thesaurus**Tips for searching the ERIC Database:**

- The ERIC database includes two portions ERIC Documents, (EDs) and ERIC Journals, (EJs)
- ERIC Documents (EDs) may be available online through the ERIC database or on microfiche at the Library's Circulation Desk. In either case, you will need to know the ERIC Document (ED) number in order to request the document. (Example: ED415832)
- ERIC Journals (EJs) are references to articles published in scholarly journals.
- To search for only EDs or only EJs use the advance searching options in the ERIC database version you have chosen to limit the "Document Type" to "Journals" or "Documents."

Searching the Internet :

Currently, the search engine that indexes the largest number of web pages on the internet is "Google," <http://www.google.com>. There are however many other Internet search engine choices. The Library homepage, <http://www.spu.edu/library>, provides a link entitled "Search" that will take you to a page where you can search Google or link to web pages that list links to many other Internet search engines you may want to try, for example www.kartoo.com which provides a graphical map of your search results.

The Library Liaison for the School of Education has worked with other librarians and School of Education faculty to collect Internet resources you may find useful. To access the list of collected Internet resources go to the Library homepage, <http://www.spu.edu/library>, and click on "Online Services," then click on "Online Resources/Reference Materials," and then click on "Education" or simply visit ... http://www.spu.edu/depts/library/reference/education/main_education.htm, see below.

Seattle Pacific University
Library

Library : Online Resources : Education

[Ask a Librarian](#) [Search Library Pages or the Internet](#)

■ Curriculum and Instruction (4)	■ Other Resource Collections (6)
■ Distance Education (3)	■ Reading and Literacy (10)
■ ERIC Resources (9)	■ School Counseling (11)
■ Educational Leadership (5)	■ School District Information (3)
■ Educational Legislation (3)	■ Teacher Certification (3)
■ Electronic Journals and Texts (11)	■ Tests (8)
■ General Education Resources (2)	■ US Department of Education (3)
■ Glossaries (1)	■ Washington State Resources (10)
■ Organizations (11)	

USEFUL WEBSITES:

- <http://www.academicinfo.net/>
A Pathfinder to Quality Internet Resources
- <http://www.ed.gov/>
U.S. Department of Education
- <http://lrs.ed.uiuc.edu/LRS/indexNT.html>
Learning Resource Server – University of Illinois College of Education
- <http://nces.ed.gov/>
National Center for Education Statistics
- <http://www.eric.ed.gov/>
The Educational Resource Information Center, ERIC, is a national information system funded by the U.S. Department of Education's Institute of Education Sciences to provide access to education literature and resources.
- <http://www.eduref.org/>
The Educator's Reference Desk which includes what was previously available on the AskERIC website.
- <http://www.k12.wa.us/>
The Office of the Superintendent of Public Instruction, OSPI, is the primary agency charged with overseeing K-12 education in Washington State.
- APA – 5th Edition Style Resources
<http://www.apastyle.org/>
<http://www.lib.usm.edu/assets/files/apa-text-version.html>
http://owl.english.purdue.edu/handouts/research/r_apa.html
- <http://library.sau.edu/bestinfo/>
St. Ambrose University's O'Keefe Library – “Best Information on the Net”
- <http://myhome.spu.edu/csink/links.html>
Links to Resources for School Counselors collected by Dr. Chris Sink
- Book purchasing services
<http://www.amazon.com>
<http://barnesandnoble.com>

Additional links are listed on the Seattle Pacific University's School of Education website, <http://www.spu.edu/depts/soe/about/history/resources.asp>.

HELPFUL INFORMATION

REGISTRATION

Student Academic Services is located in Demaray Hall 151. Registration may be conducted in person, via mail, by FAX, or at the Internet site: www.spu.edu.

Registration for summer term usually begins in April. Registration deadlines for the academic year (autumn, winter, spring) are listed in the University Time Schedule, available online at www.spu.edu.

Students are advised to view the online Catalog and Time Schedule well in advance and register early. *Persons attempting to enroll for a course or internship past the registration deadline for a particular quarter are charged a late fee.* To receive further clarification regarding registration procedures and times, please call Student Academic Services (206-281-2031).

PAYING YOUR TUITION

Please contact Student Financial Services for current tuition rates (phone: 206-281-2061 or 1-800-737-8826). Or refer to www.spu.edu/depts/sfs/.

Student Account System

Each month, the SPU Student Financial Services sends all students a statement reflecting their tuition and fee charges, payments, past-, current- and future-due amounts and chosen payment plan. It remains the student's responsibility, however, to see that proper payment reaches Student Financial Services by the due date. Checks should be made payable (U.S. dollars only) to *Seattle Pacific University*, and should include the student's name and identification number. Checks may be brought in person or mailed to the following address:

SEATTLE PACIFIC UNIVERSITY STUDENT FINANCIAL SERVICES
3307 THIRD AVENUE WEST, SUITE 114
SEATTLE, WASHINGTON 98119

Course Payment Policy

Please see the Student Financial Services website <http://www.spu.edu/depts/sfs/> for the most current information on course payment policies.

Refunds and Account Adjustments

If a student decides to add or drop courses or delete other contracted services, an official change of registration form must be filed with Student Academic Services. If a student does not provide proper written notification to the University, financial obligations will remain binding regardless of whether classes were attended or whether or not any of the contracted services were utilized.

Refunds are made only for tuition and curriculum fees. The date on which the official withdrawal form is received by Student Academic Services will determine the amount of the refund for such charges.

FINANCIAL AID

Please see the Student Financial Services website <http://www.spu.edu/depts/sfs/> for the most current information on financial aid options.

Application Process

The process of application and determination of need is handled by Student Financial Services (206)281-2061 or e-mail: sfs-info@spu.edu. Please contact this office for application procedures, appropriate forms and further clarification regarding financial aid.

Although no specific application deadlines exist if financial aid is desired for autumn - spring quarters, it is advantageous for the student to have completed the process of application approval well in advance of the quarter in which financial assistance is desired.

Application deadlines do exist for summer term, which begins in June. Please contact the Student Financial Services for this information, as it varies yearly.

Ethnic Diversity and Kingswood Scholarships

Applicants who are employed part-time or more in a private, state-approved Christian elementary or secondary school may be eligible for the *Kingswood Scholarship as funds are available*. For more information or an application, contact the Graduate Program Manager at (206) 281-2378.

Ethnic Diversity Scholarships are available for students of color as funds are available who demonstrate financial need. For more information or an application, contact the Graduate Program Manager at (206) 281-2378.

There may be other scholarships available. Please be sure to ask.

Graduate Assistantships

Approximately four graduate assistant positions become available each academic year in the School of Education. *Appointments are renewable.* Assistants work with designated faculty at the rate of 15 hours per week. They are paid 3 times per quarter – at the beginning of the month. Federal taxes are withheld. Stipends are approximately equivalent to 6 credits per quarter.

Assistants work on projects involving research, program evaluation, program development, and course development.

Eligibility

All candidates for graduate assistantships must have been formally approved for admission to a graduate program in education. Maintenance of graduate scholarship standards and enrollment in a minimum of 6 credits per quarter during the assistantship period are expected.

Application Procedures

Graduate assistant applications for a designated academic year may be obtained from the School of Education during winter quarter of the previous academic year. Contact Megan Hamshar for an application (megeo@spu.edu). Completed applications should be submitted no later than May 1 to the School of Education. *Appointment from the previous academic year may be renewable.* Selections for the upcoming academic year are generally made in May each year – after all candidates have been interviewed. Individuals are notified in writing of the final decision.

Other Employment Information

Contact Student Financial Services
Employment Office.....281-2471

Student Identification and Library Card

Once a student is in the SPU system as a registered student they may get an identification card. This card also serves as a library card. **Please note:** You must have an SPU ID card to check out library materials from SPU or other Orbis Cascade Alliance Libraries. To receive your ID card, go to the Office of University Services (281-2188). Bring a photo ID. A photo is taken and an ID card is issued in 24 hours. There is a \$15 charge for lost cards. This card may also be used as a meal ticket. Please ask about meal plans at the Office of University Services.

Parking Permits

Students that commute to campus may purchase a parking permit. Permit applications are available through Banner and charges may be applied to your student account. Permits are applicable to the academic school year. Parking in commuter lots is free during Summer quarter.

Bookstore Policies and Hours

Bookstore Hours: Monday-Thursday	8:30 am - 6:00 pm
Friday	8:30 am - 5:00 pm
Saturday	11:00 am - 2:00 pm

Hours may vary the first and last week of each quarter, holidays and summer session. Please contact the bookstore at (206) 281-2136 or (206) 281-2303.

- There is a 15-day return policy for all books purchased.
- Books may also now be purchased or reserved over the Internet at www.spu.bkstr.com.
 - Students may also wish to purchase books over the Internet through amazon.com.

Student Housing

Student Housing is available for graduate students. Please call the Office of University Services at 281-2188.

Helpful Contact Information

School of Education	(206) 281-2214
Andrew Lumpe, Director of Doctoral Studies lumpea@spu.edu	(206) 281-2369
Megan Hamshar, Graduate Program Manager mego@spu.edu	(206) 281-2378
René Shafar, Administrative Assistant rshafar@spu.edu	(206) 281-2214
Greg Gelderman, Certification Officer geldeg@spu.edu	(206) 281-2198

Other Campus Phone Numbers

SPU Information	(206) 281-2050
School of Education General Number	(206) 281-2214
Student Financial Services	(206) 281-2061
Center for Professional Education	(206) 281-2274
Library	(206) 281-2228
Registration by FAX	(206) 281-2669
Student Academic Services (General Inquiries)	(206) 281-2031
Student Academic Services (Registration)	(206) 281-2032
Snow Closure Hotline	(206) 281-2800
<i>Please call this number on snowy or icy days <u>before making a trip to campus.</u></i>	

Off-Campus Locations

Office of the Superintendent of Public Instruction (OSPI) <i>Also known as "the State" or the Professional Certification Office</i>	(360) 753-6773
Puget Sound Educational Service District	(206) 439-3636

SCHOOL OF EDUCATION GRADUATE FACULTY

ADMINISTRATION

Andrew Lumpe, Ph.D., Associate Dean of Graduate Programs, *Director of Doctoral Studies, Professor of Education*, lumpea@spu.edu

Megan Hamshar, *Graduate Program Manager*, megeo@spu.edu

CORE DOCTORAL FACULTY

Faculty Member	Primary Areas of Research
Rick Eigenbrood, Ph.D. <i>Dean, School of Education</i> <i>Professor of Education</i> eigend@spu.edu	<ul style="list-style-type: none"> • Issues in Special Education • Developmentally Appropriate Instruction • Multicultural Issues in Curriculum and Instruction
Art Ellis, Ed.D. <i>Director of the Center for Global Curriculum Studies</i> <i>Professor of Education</i> aellis@spu.edu	<ul style="list-style-type: none"> • Global Education • Comparative Education • Curriculum Development • Instructional Theory and Practice • Moral/Character Education • Philosophy of Education
Andrew Lumpe, Ph.D. <i>Associate Dean of Graduate Programs</i> <i>Director of Doctoral Studies</i> <i>Professor of Education</i> lumpea@spu.edu	<ul style="list-style-type: none"> • Teacher professional development • Teacher beliefs • Teacher leadership • Science education • Educational technology and Online learning
Bill Nagy, Ph.D. <i>Professor of Education</i> wnagy@spu.edu	<ul style="list-style-type: none"> • Language and literacy • Applied linguistics • Vocabulary acquisition and instruction • Metalinguistic awareness and learning to read
Chris Sink, Ph.D. <i>Professor of School Counseling</i> csink@spu.edu	<ul style="list-style-type: none"> • Cognitive Development and Processes • Education and Christianity • Existentialism and Education • Issues in Student Assessment, Measurement, and Psychometrics • School Counseling and Psychology • Social and Affective Development

AFFILIATED DOCTORAL FACULTY

Faculty Member	Areas of Research
Scott Beers, Ph.D. <i>Chair, Literacy</i> <i>Assistant Professor of Education</i> sbeers@spu.edu	<ul style="list-style-type: none"> • K-8 Literacy • Writing Development • Acquisition of Academic Language • Reading/Writing Connections
John Bond, Ed.D. <i>Associate Professor of Educational Leadership</i> bondj@spu.edu	<ul style="list-style-type: none"> • Reflective Assessment and Strategies • K-12 Leadership and Leadership Styles • Instructional Leadership • Shared Decision Making and Conflict Resolution
James Devlin, Ph.D. <i>Assistant Professor of School Counseling</i> devlinj@spu.edu	<ul style="list-style-type: none"> • Supervision Model Development • Counselor Research Training, Environments, and Paradigms • Spirituality in Education • K-12 Best Practices for School Counselors

<p>Cher Edwards, Ph.D. <i>Chair, School Counseling</i> <i>Associate Professor of School Counseling</i> edwards@spu.edu</p>	<ul style="list-style-type: none"> • Professional School Counseling • Multicultural Issues in Counseling & Education • Cultural Competency in School Counseling • Legal and Ethical Issue in School Counseling
<p>Greg Fritzberg, Ph.D. <i>Professor of Education</i> gregf@spu.edu</p>	<ul style="list-style-type: none"> • Philosophy and History of Education • Educational Politics and Policy • Religion and Education • Community/School Relationships
<p>Kris Gritter, Ph.D. <i>Assistant Professor of Education</i> grittk@spu.edu</p>	<ul style="list-style-type: none"> • Socio-cultural aspects of middle school oral reading fluency • Student identity
<p>Frank Kline, Ph.D. <i>Associate Dean for Teacher Education</i> <i>Professor of Education</i> fkline@spu.edu</p>	<ul style="list-style-type: none"> • Special Education (Learning disabilities, Inclusion) • Teacher Education and Staff Development • Socio-cultural Education • Spiritual Development of Children
<p>Nyaradzo Mvududu, Ed.D. <i>Associate Professor of Education</i> nyaradzo@spu.edu</p>	<ul style="list-style-type: none"> • Statistics Instruction and Learning • Learning Environments • Multicultural Education
<p>Jorge Preciado, Ph.D. <i>Assistant Professor of Education</i> preciadoj@spu.edu</p>	<ul style="list-style-type: none"> • Literacy • Special Education • Assessment
<p>Richard Scheurman, Ph.D. <i>Chair, Master of Arts in Teaching (MAT)</i> <i>Assistant Professor of Education</i> scheur@spu.edu</p>	<ul style="list-style-type: none"> • K-12 Teaching and Learning • Interdisciplinary Studies • Comparative Education • Native American Education
<p>Dick Smith, Ph.D. <i>Chair, Educational Leadership</i> <i>Professor of Educational Leadership</i> rsmith@spu.edu</p>	<ul style="list-style-type: none"> • Personnel Administration • Educational Leadership • School Superintendent • Case Study Approach to Teaching
<p>Tracy Williams, Ed.D. <i>Chair of Curriculum and Instruction</i> <i>Assistant Professor of Education</i> williamst@spu.edu</p>	<ul style="list-style-type: none"> • Teacher Leadership • Curriculum and Instruction

ABBREVIATIONS

Associated Students of Seattle Pacific	ASSP
Bertona Classroom.....	BERT
Center for Professional Education	CPE
Crawford Music Building	CMB
David McKenna Hall	DLMH
Demaray Hall	DH
Emerson Hall	EH
Grade Point Average	GPA
Instructional Technology Services	ITS
Office of Student Life	OSL
"Seattle Pacific Instruction Reaching All Learners" Catalog	SPIRAL
Marston-Watson Hall	MWH
McKinley Hall (<i>also called "Bach Theatre"</i>)	MCK
Otto Miller Hall.....	OMH
Peterson Hall	PET
Royal Brougham Pavilion	RBP
School of Education	SOE
Student Academic Services	SAS
Student Financial Services.....	SFS
Student Union Building	SUB
University Communications Center (<i>also called "Information"</i>).....	UNI-COM